

LSPR's Social Media Narrative in Maintaining the Legitimacy of Formal Education: A Critical Discourse Analysis of LSPR's Digital Communication Strategy

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Abstract

This study examines how LSPR Institute of Communication & Business constructs the legitimacy of formal education through its social media discourse. Amid increasing competition and state regulation of educational quality, private higher education institutions must strategically negotiate public perception. This research applies Critical Discourse Analysis to analyze three pinned Instagram posts from @lsprjakarta and triangulates the findings through in-depth interviews with nine informants consisting of students, parents, lectures, and staff. The textual analysis reveals the use of affective-inspirational language emphasizing family-oriented diction to frame educational achievement as collective belonging. The discursive practice analysis shows collaborative content production and distribution that reinforces institutional integration and network expansion. The social practice analysis demonstrates that LSPR constructs formal education legitimacy through symbolic positioning as a "family" dan "home", aligning institutional identity with societal expectations. The study contributes theoretically by identifying family as an affective soft-power strategy in negotiating legitimacy between state regulation and public perception. This finding extends Critical Discourse Analysis in educational communication by demonstrating that institutional legitimacy is constructed not only through academic quality but also through affective-symbolic discourse.

KEYWORDS

digital communication strategy, educational legitimacy, critical discourse analysis, social media, affective communication.

Introduction

Indonesia is approaching a critical demographic window toward a national vision of Indonesia Emas 2045. This period coincides with the centennial of independence and presents an opportunity for accelerated national development driven by a productive-age population (Anjani et al., 2023). Projections indicate that Indonesia could become one of the world's largest economies, with estimated economic output reaching US\$8.89 trillion by 2045 (Nurmillah, 2021). However, the realization of this potential depends on the country's ability to transform demographic advantage into high-quality human capital.

The demographic bonus, defined as a condition in which the productive-age population dominates the total population, has historically contributed to rapid economic growth in several Asian countries (Wardani et al., 2024; Rahman & Ahmed, 2022)). Bloom and Williamson (1998) describe this phenomenon as the "Asian Miracle", highlighting that demographic structure contributes significantly to economic expansion. Nevertheless, scholars warn that demographic advantage can become a burden if not accompanied by strategic investment in education and human resource development (Jati, 2015; Yuningsih, 2019).

Education plays a decisive role in maximizing demographic dividends. Hanushek and Woessmann (2008) emphasize that economic growth is strongly influenced by the quality of human capital, particularly cognitive skills, rather than merely years of schooling. Countries such as Japan, South Korea, and Singapore have demonstrated that sustained investment in education leads to technological advancement and economic resilience (McNicoll, 2006; Yamin et al., 2021). These findings highlight the importance of strengthening formal education systems to prepare skilled and competitive workforces.

In the digital era, however, the challenge for educational institutions extends beyond delivering academic quality to constructing legitimacy in the public sphere. Institutional legitimacy refers to the perception that an organization's action are desirable and appropriate within socially constructed norms and values (Suchman, 1995), and evaluated by stakeholders based on alignment with shared expectations (Deephouse et al., 2017). Communication strategies, particularly through social media, play a crucial role in shaping public perception and influence engagement (Barros et al., 2024). Authenticity, transparency, and inclusive messaging have been shown to enhance institutional legitimacy and reduce public skepticism (Iqna'a et al., 2025).

Within this context, private higher education institutions operate under state regulatory frameworks such as accreditation and quality assurance systems. This creates a discursive space where institutions must negotiate legitimacy between regulatory demands and public expectations. How the institution negotiate will significantly influence enforcement mechanisms, stakeholder acceptance levels, and negotiation practices (Hasan, 2025). From a Critical Discourse Analysis perspective, institutional communication is inherently ideological and embedded in power relations (Fairclough, 1995). This is where power operates not through coercion, but through the regulation of perception, reflecting how discourse functions as a mechanism for shaping social reality and legitimizing institutional authority (Fairclough, 1995). Social media therefore functions as a strategic arena for constructing narratives that influence how formal education is perceived (Abdullah et al., 2024).

Previous studies on educational communication have primarily focused on teaching practice (Hannon & Bretag, 2010), campaign effectiveness, reputation management. However, limited attention has been given to how digital narratives construct institutional legitimacy and negotiate power relations in higher education contexts, particularly through Critical Discourse Analysis (Abdullah et al., 2024; Barros et al., 2024). Within educational settings, CDA has commonly been applied to micro-level classroom interactions, such as evaluating children's learning development (Nasution et al., 2022) or to textual interpretation of ideological discourse (Pendri et al., 2022). By applying CDA, this study therefore not only analyzes meaning construction, but also examines how LSPR Institute of Communication and Business constructs formal education legitimacy through social media discourse and how such legitimacy is negotiated within broader socio-cultural contexts.

LSPR Communication & Business Institute is a higher education institution with more than three decades of development in communication education. Founded in 1992 by Dr. (H.C.) Prita Kemal Gani, MBA., MCIPR., APR., FIPR., as a public relations course institution, LSPR gradually transformed into a leading formal higher education provider through innovative learning systems and continuous institutional capacity development. According to official institutional data, LSPR has produced more than 31.098 graduates, supported by 358 staff members and 238 lecturers. The Institution has also received multiple

recognitions, reflecting its growing reputation and legitimacy in higher education.

Using Critical Discourse Analysis, this research examines how LSPR constructs educational legitimacy through textual strategies, discursive practices, and broader social practices. The study identifies that legitimacy is not only built through academic quality and institutional achievements, but also constructed through affective-inspirational narratives emphasizing family values, personal transformation, and community belonging. These narratives complement formal academic discourse and position the institution as both professionally credible and emotionally relatable. As the result, legitimacy is negotiated through the intersection of institutional authority and symbolic soft-power within digital communication environments.

This research contributes theoretically by extending Critical Discourse Analysis in educational communication through the integration of institutional branding and affective discourse in the context of higher education legitimacy. This study demonstrates that affective family-oriented narratives function as strategic symbolic resources for constructing legitimacy in digital environment. By strengthening institutional legitimacy and public trust in formal education, such discursive strategies may support broader efforts to enhance human capital development. In this context, the findings offer practical and theoretical insights into how communication-driven educational institutions construct legitimacy while contributing to the preparation of competitive human resources, aligning with Indonesia's long-term vision of achieving Indonesia Emas 2045.

Methods

This study employs a qualitative critical-interpretive approach to examine how digital communication narratives construct educational legitimacy within higher education contexts. A critical-interpretive design is appropriate because educational communication is not merely informational but involves meaning-making processes, ideological positioning, and power relations embedded within discourse (Fairclough, 1995). This approach enables an in-depth analysis of how institutional narratives function to shape perceptions and legitimacy of formal education in digital environments.

Critical Discourse Analysis (CDA) serves as the primary analytical framework, drawing on the three-dimensional model proposed by Norman Fairclough (1995). The analysis is conducted across three interconnected levels. First, textual analysis examines linguistic and visual elements, including diction, tone, narrative structure, framing, and symbolic imagery within LSPR's Instagram content. Second, discursive practice analyzes how content is produced, distributed, and interpreted by audiences, particularly students, parents, and broader communities. Third, social practice situates these discursive constructions within broader socio-cultural contexts, including the legitimacy of formal education and the preparation of human capital toward Indonesia Emas 2045.

The selection of CDA is grounded in the understanding that educational narratives are inherently ideological and linked to institutional power and social interests (Fairclough, 1995, 2013; van Dijk, 2008). Social media functions as a strategic arena where institutions negotiate legitimacy through language, visual symbolism, and narrative positioning. CDA enables systemic examination of the relationships between text, discursive processes, and broader social structures shaping educational communication practices.

The primary data consist of three pinned posts from the official LSPR Instagram account (as of July 2025). These posts were selected based on explicit criteria: (1) they appear permanently at the top of the institutional profile, (2) they represent curated institutional messaging intended for first-

time visitors, (3) they function as strategic communication entry points, and (4) they contain both textual and visual elements relevant to legitimacy construction. This purposive sampling ensures that the selected content reflects high-level institutional communication priorities.

The coding process followed qualitative thematic procedures aligned with CDA. Textual elements were coded based on narrative themes, legitimacy claims, affective language, and representations of academic credibility. Visual elements were coded for symbolic imagery, colour use, institutional branding, and emotional cues. Codes were then grouped into broader categories corresponding to Fairclough's three analytical dimensions, enabling systemic interpretation across textual, discursive, and social levels.

To enhance analytical rigor, this study employs triangulation through in-depth interviews. Nine informants were selected using purposive sampling to represent key stakeholder perspectives. These included two lecturers representing academic authority, two institutional staff representing communication and marketing perspectives, two students representing direct beneficiaries, two parents representing societal trust, and one institutional digital communication leader responsible for strategic content management. This composition ensures representation of both internal and external stakeholders involved in legitimacy construction.

Interview questions were structured according to the three CDA dimensions, addressing perceptions of textual messaging, content production processes, and broader social meanings. Interview data were analyzed using thematic coding, followed by interpretive mapping to CDA categories. The findings from interviews were then compared with content analysis results to identify convergence and divergence across data sources.

Ethical considerations were carefully addressed. All informants provided informed consent prior to participation. Participants were informed about the research purpose, voluntary participation, and confidentiality procedures. Where necessary, identifiers were anonymized to protect participant privacy. Interview recordings were securely stored and used solely for academic analysis.

Result and Discussion

The main objects in this study are three pieces of content embedded in LSPR's official Instagram account (@lsprofficial). These pieces of content were selected because they are assumed to represent the main narrative of LSPR as a formal educational institution that it wishes to convey to the wider community. Based on the Critical Discourse Analysis method, the three pieces of content will be analyzed and their hidden meanings explored, which will then be further explored through interpretations of interviews with nine sources representing four categories, namely students, parents of students, lecturers, and employees.

In the first pinned post shown in Figure 1, three international students are pictured with happy, warm, and optimistic expressions, accompanied by the phrase "Experience real-world learning at LSPR." The post is presented as carousel content containing comprehensive information about study programs, prominently marked with the word "global." From a textual perspective, this diction positions LSPR as an educational institution aligned with international standards. The repeated use of the term "real-world," further frames education as practice-oriented and globally relevant.

This message is reinforced through several visual and textual elements, including the use of models representing

diverse national backgrounds, logos indicating LSPR's affiliation with ASEAN-related global initiatives, and the use of English-language captions such as "discover your global future" and "experience real-world learning". These linguistic choices function as legitimacy-building strategies, positioning the institution within a global educational discourse. Rather than employing purely instructive language, the diction combines formal and affective elements, reflected in words such as "discover," "exciting," "passionate." Such choices create an inclusive tone that simultaneously conveys professionalism and accessibility.

The use of elegant yet inclusive diction reflects what interviewees described as part of LSPR's institutional culture. The term "family" frequently appeared across interviews. As expressed by Jimmy, LSPR's Marketing Director, who has worked at LSPR for a decade: *"Working at LSPR is a source of pride. Through my work, I am happy when I can help people find the right place for them to study, and of course I am proud to be part of the best communication campus in Indonesia. Moreover, LSPR promotes a sense of family."* Similarly, Aldila Dense described how this perceived atmosphere influenced her educational decision: *"LSPR has been my dream campus since I was in high school because LSPR is a very appreciative campus. I often see that if students or alumni achieve something, they are always recognized on social media. Back then, I had the opportunity to be a reporter representing the school magazine and met Mrs. Prita in person. At that time, I thought, if the people in charge are so kind and friendly, it must reflect on the university itself."* These narratives illustrate how the sense of community becomes intertwined with institutional legitimacy. Research has shown that a strong sense of community positively influences learning motivation and engagement (Caesar Akbar et al., 2023), that also bring benefits to the organization itself (Obiekwe, 2018). Within this context, the "family" discourse functions as a symbolic strategy for negotiating public perception and reinforcing trust in formal education.

The sense of family that has developed as part of LSPR's institutional culture is reflected in the diction used across its social media posts. This linguistic choice functions as a symbolic strategy for negotiating power and shaping public perception in maintaining the legitimacy of formal education. As noted by Sibuea et al. (2025), diction significantly influences the clarity of messages and emotional connections, both of which are crucial for effective digital communication and public opinion formation. This interpretation is supported by Andreas Humala, Head of Digital Transformation and Innovation Department at LSPR: *"It is true that through its social media, LSPR wants to convey a good image, which also has an impact through each of its posts. However, in doing so, we do it organically and based on togetherness. A strong sense of*

personal touch and kinship is a key guideline in implementing our social media strategy. For example, we don't use the word 'you', but 'we' instead." This statement indicates that the use of formal yet affectionate diction in digital communication mirrors institutional practices in the offline environment. Education is framed not as a one-directional instructional process, but as a collaborative journey toward global competitiveness, where students are symbolically positioned as members of a supportive community.

At the level of discursive practice, the post was produced by LSPR itself and uploaded on June 4, 2025. The distribution involved collaboration with several affiliated accounts, including @lsprelearning, @lsprpostgraduate, and @lspr_ssne. This cross-account distribution suggests institutional integration across undergraduate, postgraduate, distance learning, and special needs education. Such collaborative dissemination reinforces inclusivity and signals equal opportunities within a global-quality learning environment



Figure 1. The first pinned post on LSPR's Instagram (@lsprofficial)

characterized by a family-like atmosphere. The post received 185 likes and 7 comments, with audience responses primarily focusing on the featured model and Amanda Manopo's decision to continue her studies at LSPR. These responses indicate that relational narratives and public figures function as engagement mechanisms within institutional communication. Given the importance of togetherness and educational engagement (Caesar et al., 2023), this collaboration distribution strategy not only conveys program information but also symbolically reinforces institutional cohesion.

Although the term "global" has only recently been formally incorporated into the curriculum, interview data suggest that the underlying orientation toward global quality has long been embedded in educational practice. Evelina Witanama, explained: *"Studying at LSPR is very interesting. We really feel the 'real world learning experience' because we have the opportunity to learn from universities abroad even though we are in Indonesia, and we receive certificates from them. But for me, the 'real world' here isn't just about having foreign instructors and using English, but also about fostering the global mindset needed today. This is reflected in the course material, which discusses AI, technology, policy, ESG, etc."* Similarly, Vanny Adriani, Director of Quality Assurance, stated: *"LSPR's 2030 vision is to have graduates who are recognized and globally competitive in the fields of communication and business. To that end, LSPR continues to strive to bring this vision to life through its lecture atmosphere, curriculum, English lessons taught directly by native speakers for 4 semesters, and even the presence of inbound students - foreign students who study directly at LSPR."* These statements indicate alignment between institutional discourse and educational implementation, reinforcing legitimacy claims embedded within the post.

In a broader social context, the post not only signals the opening of student recruitment but also constructs LSPR as a global campus offering collaborative and internationally oriented formal education. Alumni involvement further

strengthens this legitimacy. Actress and alumnae Prilly Latuconsina return as a lecturer illustrates continuity between graduates and the institution, reinforcing relational identity. This is consistent with findings by Wulandari (2025) that alumni engagement contributes to institutional reputation and network development. Nurul Setiorini described the impact of Prilly's involvement: *"Prilly's presence as a lecturer at LSPR has had a huge impact, especially since Prilly is also an alumna. When the news spread, the LSPR hotline was immediately flooded with calls. Many people asked and confirmed whether it was true that Prilly was teaching at LSPR, and they also expressed their desire to be Prilly's students."* This example illustrates how alumni visibility functions as symbolic capital in strengthening institutional credibility. A similar pattern appears in the experience of Aka Aurora: *"After finishing my studies in Korea, a colleague from LSPR contacted me because there was a need that felt right for me to take on, namely as the performing arts project manager at LSPR, which also involved serving as a lecturer."*

The return of alumni with international experience reinforces the narrative of global learning grounded in relational continuity. As noted by Reresi et al. (2024), alumni satisfaction reflects institutional quality and contributes to reputation building. Aka further elaborated: *"A big vision comes with big challenges. So it is not easy for LSPR to strive for its vision of becoming a global campus, because it certainly requires comprehensive changes. Moreover, LSPR is a campus that not only prioritizes academics, but also the talents and skills of its students. Indeed, as a lecturer, the challenges are enormous, and there is room for continuous development. However, seeing the achievements of its students, which are also becoming increasingly global, we believe that no struggle is in vain. The LSPR Choir, for example, has won a world-class competition."* At the level of social practice, these textual, visual, and relational elements collectively function as discursive strategies for constructing institutional legitimacy. The integration of "global" discourse with a "family" narrative allows LSPR to negotiate authority within the competitive higher



Figure 2. Second pinned post on LSPR's Instagram (@lsprofficial)

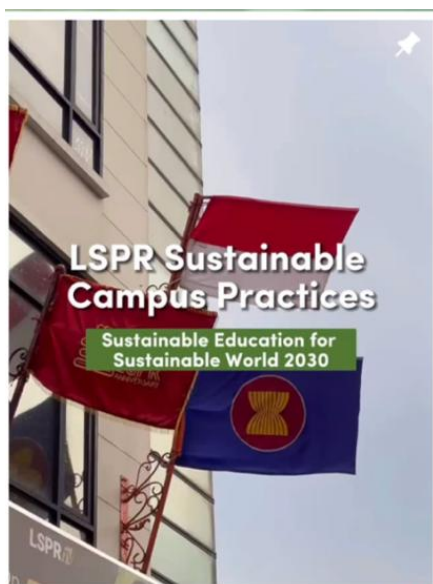


Figure 3. Third pinned post on LSPR's Instagram (@lsprofficial)

education landscape, positioning formal education as both internationally competitive and socially supportive. These findings demonstrate how LSPR constructs institutional legitimacy through the integration of global discourse and familial identity.

Colour is strongly associative, with different colours having reliable associations with emotions (Jonaskaite & Mohr, 2020). The second post in Figure 2, shared by LSPR on Instagram, is visually dominated by maroon and gold, colors that symbolize elegance, prestige, and achievement..

The post announces that LSPR's distance learning program became the first campus in Indonesia to obtain an A accreditation. The phrase "the first campus in Indonesia" functions as discursive marker of distinction, positioning LSPR within a competitive higher education landscape increasingly shaped by flexible learning demands. This wording constructs an institutional narrative that emphasizes preparedness and quality assurance for prospective students seeking credible distance learning options.

The use of the phrase "another milestone" reflects LSPR's consistent reliance on persuasive-affective diction that emphasizes continuity and collective progress. Such wording symbolically frames institutional achievements as part of an ongoing journey rather than isolated success, reinforcing legitimacy through sustained quality development. The inclusion of the BAN-PT certificate further strengthens this claim by providing formal verification of institutional credibility.

At the level of discursive practice, this content was uploaded on September 5, 2024, through collaboration between @lsprelearning as the content producer, @lsprofficial, and @joinlspr. This collaborative distribution reflects institutional coordination among academic units and marketing channels. This post received 1,290 likes and 29 comments, mostly containing congratulatory messages, indicating strong audience engagement. Compared to other posts, the higher response suggests that accreditation-related content resonates with followers, likely due its perceived importance in evaluating educational quality. Through the distribution strategy, LSPR provides assurance for prospective students seeking flexible and credible distance learning models.

At the level of social practice, the post reflects broader transformation in education. (Alvin & Dewi, 2022) argue that distance learning represents the future of education in Indonesia, enabling broader access and supporting educational equality. Within this context, the accreditation achievement positions LSPR as a credible provider of flexible, globally oriented education. The visibility of public figures further reinforces this legitimacy. Amanda Manopo's decision to pursue distance learning at LSPR, despite her busy professional schedule, was presented in collaborative content and strengthened public trust in the program's quality.

Accreditation functions as a key indicator of institutional reliability. Evelina Witanama stated: *"Honestly, aside from the good reviews and alumni such as Prilly Latuconsina and Ivan Kabul who are living proof, LSPR's A accreditation makes this campus clearly trustworthy."* Similarly, Jimmy explained: *"Accreditation is a legality accepted by the government, which declares a quality."* These perspectives highlight accreditation as a mechanism of trust-building in formal education. Beyond national accreditation, LSPR also pursues international recognition. Aka Aurora stated: *"In addition to international cooperation, LSPR is also quite focused on managing international accreditation. From there, there are indeed new challenges, in the form of things that need to be adjusted in the implementation of the global curriculum at LSPR."*

This indicates that accreditation is not only symbolic but also linked to institutional transformation. Nurul Setiorini described a post-pandemic trend: *"Most prospective students did not ask in-depth questions about the curriculum, but instead asked directly about accreditation. New student enrollment for distance learning has also increased sharply."* This observation aligns with Rokhmawati et al. (2025), who argue that technological advances have expanded flexible access to education. Jimmy further explained: *"E-learning makes the learning process more efficient, especially for professionals, as there is no need to deal with traffic jams and it saves a lot of time. For high school students who are about to enter college, they are actually more directed towards face-to-face lectures that are communal in nature, but there are certain conditions such as distance or work that require them to take e-learning, which we can still facilitate. Moreover, LSPR recognizes RPL (Recognition of Prior Learning), so like Amanda Manopo, there will be a special team that determines the conversion of her work experience as part of certain courses."* This flexibility functions as a distinctive institutional strategy in responding to diverse student needs.

The continued placement of this accreditation post as pinned post also reflects strategic emphasis. Andreas Humala stated: *"It is true that the postgraduate program has achieved A accreditation, but the decision to keep the A accreditation post as embedded content is because this achievement is very special for LSPR, considering that LSPR is the first campus in Indonesia to successfully obtain A accreditation as a campus that conducts distance learning."* He further added: *"Many prospective students gained a high level of trust in LSPR after seeing the post, even though it was about A accreditation for distance learning, but it also represented LSPR's other achievements (which are also A accredited, but not mentioned)."*

This phenomenon aligns with the "halo effect" described by DeVito (2011), where trust in one positive attribute extends to other perceived qualities. Heidi, representing parents, explained: *"As a guardian, I want to ensure that my younger sibling gets the right place that can support them to become a better person. For that reason, the accreditation and graduate profile of a campus are measures that can be used to determine whether the institution is the right place*

to continue their studies." Overall, the post functions not only as informational content but as a discursive strategy for constructing legitimacy. Through accreditation discourse, institutional collaboration, alumni visibility, and flexible learning narratives, LSPR positions distance learning as credible, globally oriented, and aligned with contemporary educational transformation. This discourse positions accreditation as symbolic capital used to strengthen institutional authority.

The third pinned post in Figure 3 displays the text "LSPR's Sustainable Campus Practices: Sustainable Education for a Sustainable World by 2030." Textually and visually, this content positions LSPR as a global campus with a commitment to sustainability in social, environmental, and governance dimensions. This message is reinforced by the opening visual displaying three flags - the LSPR flag, the Indonesian flag, and the ASEAN flag - suggesting that LSPR operates within both national and regional contexts. The symbolism constructs LSPR as an Indonesian formal educational institution that participates in global sustainability discourse while preparing graduates capable of contributing internationally. This positioning is further supported by LSPR's recognition in the World University Ranking for Innovation (WURI) 2025, particularly in the crisis management category, which strengthens the narrative of the global impact - considered important for the existence and growth of educational institutions (Warta et al., 2024).

At the level of discursive practice, the post was uploaded on November 6, 2024, and collaborated with the @lspr.csle account, which focuses on sustainability initiatives within LSPR. The post received 302 likes and three comments expressing interest in studying at LSPR, and inquiries about campus visits. The collaboration with @lspr.csle reflects institutional specialization in sustainability communication, indicating that sustainability is not presented as incidental but as an integrated institutional priority. Through this distribution, LSPR constructs sustainability as both an educational value and a strategic communication theme.

In terms of social practice, the post reflects broader global concerns regarding environmental change and social responsibility. Sustainability discourse is framed as a collective responsibility, while simultaneously positioning LSPR as an institution committed to addressing these challenges. The post conveys that students are encouraged not only to achieve academically but also to create social impact. This interpretation is supported by Vanny Adriani, Director of Quality Assurance, who stated: *"Sustainability is a particular focus of the CSLE (Center for Sustainability and Leadership Excellence) led by Sir Taufan and is a challenge for LSPR in its implementation so that it does not remain merely a discourse. In its implementation, in 2025 LSPR has just received the WURI award, becoming the best in the world in the field of crisis management."* This statement indicates that sustainability is operationalized through institutional initiatives and external recognition. Jimmy, Director of Marketing, further emphasized practical implementation: *"LSPR focuses on inclusive education, embracing students with special needs and even training teachers for them. In all its activities, LSPR places great emphasis on protecting the environment, such as not using plastic bottles, and supporting the zero waste movement."*

These practices illustrate how sustainability discourse is translated into daily institutional behaviour. Inclusive education, environmental conservation, and global recognition collectively construct LSPR's identity as a sustainability-oriented campus. This orientation is also reflected in student aspiration. Aldila Dense stated: *"I plan to continue to doctoral studies, because education is what will last a lifetime. By studying at LSPR, I feel like I've gotten a taste of what it's like to study at an international campus with*

a safe environment. So if I get the opportunity, armed with this experience, I want to try to apply for a PhD scholarship abroad."

This narrative indicates that sustainability discourse intersects with global academic aspirations. Research by [Suhayati \(2011\)](#) suggests that environmental concern enhances institutional reputation and attractiveness, while [Aldoko et al. \(2016\)](#) highlight the role of green initiatives in strengthening brand image and decision-making. These findings align with Evelina Witanama's experience: "After 1.5 years of studying at LSPR, I gained new insights and a new circle of friends and lecturers, who ultimately supported me in building a social community for learning public speaking for free, School of the Stars." She further explained: "LSPR really emphasizes sustainability, such as encouraging students to 'save water' in the toilets, using specific trash bins for different types of waste, turning off lights when not in use to save electricity, etc." These examples demonstrate how sustainability becomes embedded in everyday campus practices. From a parental perspectives, Benny stated: "I feel my child is growing intellectually and creatively, and I've started noticing they produce work that isn't just academically strong but also has a positive impact on others."

Overall, the pinned post functions as a discursive strategy that integrates sustainability, global competitiveness, and social responsibility. Through symbolic visuals, institutional collaboration, and stakeholder narratives, LSPR constructs sustainability as both an educational value and a mechanism for strengthening legitimacy within the global higher education.

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Conclusion

This study demonstrates how LSPR constructs institutional legitimacy as a formal education institution through affective digital communication across three levels of Critical Discourse Analysis. At the textual analysis level, LSPR shifts from instructional to affective-inspirational communication by employing inclusive diction, emotional tone, and family-oriented symbolism. This linguistic and visual strategy positions formal education as warm and relatable, thereby strengthening legitimacy through emotional resonance rather than purely academic authority. At the discursive practice level, legitimacy is reinforced through collaborative content production across multiple institutional accounts. These coordinated communication practices present LSPR as an integrated institutional ecosystem, enhancing credibility and projecting unity while extending audience reach. At the social practice level, LSPR constructs a narrative of family, quality, and social responsibility as a soft-power strategy to negotiate public expectations and institutional authority. This affective framing contributes to legitimacy by aligning institutional identity with cultural values that emphasize relational closeness and collective belonging. Theoretically, this study contributes by highlighting family-based affect as a form of soft-power legitimacy in Southeast Asian higher education discourse. However, the research is limited to three pinned Instagram posts and a single institutional case, which may restrict generalizability. Future research may expand comparative analysis across institutions, platforms, and cultural contexts to further explore how affective legitimacy operates in digital educational communication.

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